



The federal *No Child Left Behind Act of 2001 (NCLB)* requires all states, school districts, and schools to provide annual report cards to parents and communities that include Maine Comprehensive Assessment System (MeCAS) data disaggregated into subgroups, attendance and graduation rates, status of ESEA Accountability, and information on “highly qualified” teachers. This report card also displays statewide academic achievement results in grades four and eight on the National Assessment of Educational Progress (NAEP) reading and mathematics assessments, as well as the participation rates for students with disabilities and limited English proficiency on the exam. Maine’s NCLB Report Cards contain the following information:

**MeCAS Assessment Data 2012-2013:** Assessment data for reading and mathematics are provided for Grades 3-8 and high school, as well as for science for grades 5, 8, and high school. Data is disaggregated to explain performance by subgroups. The MeCAS data is from the tests given in the fall of 2012 (Grade 3-8), spring of 2013 (High School), spring of 2013 (Alternate Assessment-Science), and spring of 2012 (Alternate Assessment-Reading and Mathematics).

**ESEA Accountability:** Accountability information is provided for how well districts and schools are progressing toward all students being proficient in reading and mathematics. This system has been established to comply with the accountability provisions approved in Maine’s ESEA Accountability waiver, which require, among other things, that each school makes progress toward meeting individualized improvement targets in reading and mathematics by the school year 2017-2018.

**Qualifications of Teachers:** Information about the qualifications of teachers is provided for three areas: 1) the professional qualifications of teachers; 2) the percentage of teachers with emergency or conditional certificates; and 3) the percentage of classes not taught by teachers who are highly qualified in core academic areas such as mathematics, science, social studies, etc. This data is intended to help you understand the backgrounds and preparation of the teachers who are working with your child.

**National Assessment of Educational Progress (NAEP):** Data from the 2010-2011 NAEP results is displayed on the state report, allowing you to evaluate the performance of students in Maine with the performance of students across the nation or in other states. Students take the NAEP in reading and mathematics every two years. When reviewing these results, it is important to keep in mind that the NAEP results are based on a sample of schools and students across Maine, not all Maine schools and students.

This NCLB Report Card details how Maine districts and schools are meeting the requirements of the federal NCLB legislation. More information about NCLB can be found at [www.maine.gov/education/nclb/index.html](http://www.maine.gov/education/nclb/index.html) or by contacting the NCLB Clearinghouse at 624-6705.

# 2013-2014 NCLB Report Card

School: Henry L Cottrell School

SAU: RSU 02

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# 2013-2014 NCLB Report Card

**School:** Henry L Cottrell School  
**SAU:** RSU 02  
**Grade:** 03

Group	Reading Assessment Data													
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students		Not Tested First Year LEP Students
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment	
All Students	2011-2012	43	43	100	63	73	72	14	49	26	12	43	0	0
	2012-2013	39	39	100	51	65	68	<1	51	26	23	39	0	0
Female	2011-2012	22	22	100	59	77	77	14	45	32	9			
	2012-2013	18	18	100	67	73	73	<1	67	17	17			
Male	2011-2012	21	21	100	67	70	68	14	52	19	14			
	2012-2013	21	21	100	38	55	64	<1	38	33	29			
Caucasian/White	2011-2012	43	43	100	63	73	73	14	49	26	12			
	2012-2013	39	39	100	51	65	70	<1	51	26	23			
African American/Black	2011-2012	0	0				47							
	2012-2013	0	0				43							
Hispanic	2011-2012	0	0				65							
	2012-2013	0	0				58							
Asian or Pacific Islander	2011-2012	0	0				77							
	2012-2013	0	0				67							
American Indian or Native Alaskan	2011-2012	0	0				65							
	2012-2013	0	0				61							
Economically Disadvantaged	2011-2012	10	10	100	60	72	62	<1	60	30	10			
	2012-2013	14	14	100	43	50	59	<1	43	36	21			
Migrant	2011-2012	0	0											
	2012-2013	0	0											
Students with Disabilities	2011-2012	7	7	100		38	36							
	2012-2013	3	3	100		35	35							
Limited English Proficient	2011-2012	0	0				47							
	2012-2013	0	0				43							

**NOTE:** Some achievement level results have been left blank because fewer than 10 students were tested.

\* Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient

<1 is printed when the percentage rounds to 0.

# 2013-2014 NCLB Report Card

**School:** Henry L Cottrell School  
**SAU:** RSU 02  
**Grade:** 03

Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2011-2012	43	43	100	47	65	64	16	30	33	21	43	0
	2012-2013	39	39	100	31	44	62	8	23	38	31	39	0
Female	2011-2012	22	22	100	41	64	63	18	23	36	23		
	2012-2013	18	18	100	39	44	60	11	28	33	28		
Male	2011-2012	21	21	100	52	66	65	14	38	29	19		
	2012-2013	21	21	100	24	43	63	5	19	43	33		
Caucasian/White	2011-2012	43	43	100	47	65	65	16	30	33	21		
	2012-2013	39	39	100	31	44	63	8	23	38	31		
African American/Black	2011-2012	0	0				38						
	2012-2013	0	0				30						
Hispanic	2011-2012	0	0				50						
	2012-2013	0	0				48						
Asian or Pacific Islander	2011-2012	0	0				70						
	2012-2013	0	0				63						
American Indian or Native Alaskan	2011-2012	0	0				54						
	2012-2013	0	0				49						
Economically Disadvantaged	2011-2012	10	10	100	60	66	52	<1	60	10	30		
	2012-2013	14	14	100	21	34	50	7	14	36	43		
Migrant	2011-2012	0	0										
	2012-2013	0	0										
Students with Disabilities	2011-2012	7	7	100		33	35						
	2012-2013	3	3	100		9	36						
Limited English Proficient	2011-2012	0	0				36						
	2012-2013	0	0				31						

**NOTE:** Some achievement level results have been left blank because fewer than 10 students were tested.

\* Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient

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# 2013-2014 NCLB Report Card

**School:** Henry L Cottrell School  
**SAU:** RSU 02  
**Grade:** 03-08

GROUP	Reading								
	Participation Testing Year Target = 95%			Teaching Year Achievement					
	Number Enrolled	Percent Participated	Average Percent	2011-12 % Proficient	2012-13				2017-18 Performance Targets
					Targets	Number Tested	Number Proficient	% Proficient	
Whole School	39	*		63	66	78	46	59	82
Female	18	*		69	72	38	26	68	85
Male	21	*		55	59	40	20	50	78
Caucasian/White	39	*		64	67	78	46	59	82
African American/Black	0	*		*		0	*	*	
Hispanic	0	*		*		0	*	*	
Asian or Pacific Islander	0	*		*		0	*	*	
American Indian or Native Alaskan	0	*		*		0	*	*	
Economically Disadvantaged	14	*		63	66	28	15	54	82
Not Economically Disadvantaged	25	*		63	66	50	31	62	82
Migrant	0	*		*		0	*	*	
Not Migrant	39	*		63	66	78	46	59	82
Students with Disabilities	3	*		33	39	8	*	*	67
Students without Disabilities	36	*		68	71	70	43	61	84
Limited English Proficient	0	*		*		0	*	*	
Not Limited English Proficient	39	*		63	66	78	46	59	82
Super Subgroup	14	*		58	62	30	16	53	79
Non-Super Subgroup	25	*		66	69	48	30	63	83

2011-12 % Attendance Rate Target = 93%
100

\*Group is too small to be statistically evaluated. Participation requires a minimum of 41 students in a subgroup and Performance requires a minimum of 10 students in a subgroup.  
 Super Subgroup includes: African American/Black, Hispanic, American Indian or Native Alaskan, Economically Disadvantaged, Student with Disabilities, and Limited English Proficient.  
 A blank cell indicates data are not available.  
 The source of information for this report is the Maine Department of Education.

# 2013-2014 NCLB Report Card

**School:** Henry L Cottrell School  
**SAU:** RSU 02  
**Grade:** 03-08

GROUP	Mathematics								
	Participation Testing Year Target = 95%			Teaching Year Achievement					
	Number Enrolled	Percent Participated	Average Percent	2011-12 % Proficient	2012-13				2017-18 Performance Targets
					Targets	Number Tested	Number Proficient	% Proficient	
Whole School	39	*		48	52	78	35	45	74
Female	18	*		44	49	38	19	50	72
Male	21	*		53	57	40	16	40	77
Caucasian/White	39	*		48	52	78	35	45	74
African American/Black	0	*		*		0	*	*	
Hispanic	0	*		*		0	*	*	
Asian or Pacific Islander	0	*		*		0	*	*	
American Indian or Native Alaskan	0	*		*		0	*	*	
Economically Disadvantaged	14	*		48	52	28	10	36	74
Not Economically Disadvantaged	25	*		47	51	50	25	50	74
Migrant	0	*		*		0	*	*	
Not Migrant	39	*		48	52	78	35	45	74
Students with Disabilities	3	*		25	31	8	*	*	63
Students without Disabilities	36	*		51	55	70	34	49	76
Limited English Proficient	0	*		*		0	*	*	
Not Limited English Proficient	39	*		48	52	78	35	45	74
Super Subgroup	14	*		42	47	30	10	33	71
Non-Super Subgroup	25	*		51	55	48	25	52	76

**2011-12  
% Attendance Rate  
Target = 93%**

100

\*Group is too small to be statistically evaluated. Participation requires a minimum of 41 students in a subgroup and Performance requires a minimum of 10 students in a subgroup.  
 Super Subgroup includes: African American/Black, Hispanic, American Indian or Native Alaskan, Economically Disadvantaged, Student with Disabilities, and Limited English Proficient.  
 A blank cell indicates data are not available.  
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# 2013-2014 NCLB Report Card

**School:** Henry L Cottrell School  
**SAU:** RSU 02

## Maine Teacher Quality Data

Part I: Professional Qualifications						
	B.A.	B.A. + 15 credit hours (includes + 30 CAS)	M.A.	M.A. + 15 credit hours	M.A. + 30 credit hours (includes CAS)	Ph. D
Number of Professional Qualifications of All Public Elementary and Secondary School Teachers in the School <sup>1</sup>	9	2	6	0	0	0

Part II: Emergency/Conditional Certification	
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency/ Conditional Certification as of June 30, 2013	0

Part III: Classes <u>NOT</u> Taught by Highly Qualified Teachers	
	School Aggregate
Percentage of Core Academic Subject Elementary and Secondary School Classes NOT Taught by Highly Qualified Teachers	0

<sup>1</sup>Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers.